



Follow-Up

Getting to Cooperation: Using Practice-Based Coaching to Support Social Problem Solving

Coaching Corner Webinar, January 15, 2015

Thank you for participating in the January Coaching Corner webinar!
Please let us know how you used the webinar ideas in your coaching. Email us at ncqtl@uw.edu.

Presentation Summary

The following are **key teaching practices** that relate to social problem-solving:

- **Anticipate.** Effective teachers have been described as having “eyes in the back of their heads” and appear to be one step ahead of problems.
- **Be close.** Teachers move to be near the location of the problem as soon as it occurs (or before it develops)
- **Provide support.** Teachers provide support by assisting children with words to use, strategies to try, and with visual reminders of how to solve problems.
- **Multiple solutions.** Several solutions must be tried before the right “fit” is found. Children need to be encouraged to persist.
- **Celebrate success.** Problem-solving is hard work! Teachers recognize the hard work.

Practice-Based Coaching is an effective approach for helping teachers learn to use social problem-solving. Here are some ideas you might use as you follow the Practice-Based Coaching cycle to coach teachers on social problem solving:

Shared Goals and Action Planning

- Use tools from NCQTL, data you already collect in your program, and teacher self-reflection to complete a **needs assessment**. Consider using the Tools for Supervisors handouts from the NCQTL in-service suites, CSEFEL Inventory of Practices, the CLASS tool, etc.
- Develop **goals and an action plan** that lists the specific steps you and the classroom team will accomplish. Examples might include:
 - o Posting problem-solving materials
 - o Teaching problem-solving steps in large and small group settings
 - o Individualizing supports for children who need extra help
 - o “Creating” problem situations for the children to solve
 - o Anticipating potential problems, being close, and providing support

Presentation Summary

Focused Observation

You might look for:

- The number of opportunities for problem-solving
- The number of times the teacher reminds children to solve problems (“How could you solve the problem?”)
- The number and type of solutions children generate
- Number of challenging behaviors, duration of crying incidents, etc.

Reflection and Feedback

- Discuss the **data and anecdotal notes** you collected during focused observation
- Discuss a **video recording** of a transition
- Provide **supportive feedback**, like:
 - o You stayed close to Janna today on the slide. You were able to support her and Kendrick when she wanted a turn first.
 - o You waited for 5 seconds after asking the children to come up with solutions. They managed to generate many solutions of their own!
- Provide **constructive feedback**, like:
 - o I noticed Alaina had a hard time coming up with solutions today. What additional supports do you think might work for her?
 - o Next time you might try reminding Joshua to use the solution kit before free play begins.
- Offer opportunities for **reflection**:
 - o Why do you think Alaina is having a hard time generating solutions?
 - o How could we change the materials to make them work better for you?
 - o What problems do you see most often? Which solutions do you think would be most relevant for your children?

Presentation Summary

Try it Out

- ✓ Look over the observation tools you already use in your program (CLASS, ECERS, etc.). Identify items that relate to social problem-solving.
- ✓ Print the solution kit for staff members and help them learn to use it.
- ✓ The next time an issue comes up at a staff meeting, try generating solutions with adults. You can be a great role model!
- ✓ Check out the resources listed in the next section for more ideas.

Resources

NCQTL In-Service Suite: Problem Solving in the Moment.

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/problem-solving.html>

Center on the Social and Emotional Foundations for Early Learning (CSEFEL): Preschool Training Modules. http://csefel.vanderbilt.edu/resources/training_preschool.html. Module 2: Social-Emotional Teaching Strategies offers resources for trainers and teachers on problem solving.

Head Start Center for Inclusion: Teacher Tools. Retrieved from <http://depts.washington.edu/hscenter/teacher-tools#problem>. These are visuals of problem solving ideas a teacher can use in the preschool classroom.

Books Related to Social Problem-Solving to Share with Teachers

Dombro, A. L., Jablon, J., & Stetson, C. (2011). *Powerful interactions: How to connect with children to extend their learning*. Washington, D.C., National Association for the Education of Young Children.

Epstein, A. (2009). Resolving conflict. In A. Epstein (Ed.). *Me, you, us: Social-emotional learning in pre-school* (pp. 111–124). Ypsilanti, MI: High Scope Press.

Evans, B. (2009). *You're not my friend anymore! Illustrated answers to questions about young children's challenging behaviors*. Ypsilanti, MI: High Scope Press.

Gartrell, D. (2011). *A guidance approach for the encouraging classroom* (5th ed.). Belmont, CA: Wadsworth/Cengage Learning.

Kaiser, B., & Rasminsky, J. S. (2007). *Challenging behavior in young children* (3rd ed.). Upper Saddle River, NJ: Pearson.

Looking ahead:

Don't miss next month's Coaching Corner webinar on **Thursday, February 19, 2 pm EST/11 am PST!** Bring your questions and ideas about coaching on instructional interactions to support science learning. Coaching Corner webinars take place the third Thursday of each month.

For more information, contact us at: ncqtl@uw.edu or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

PREPARED FOR THE COACHING CORNER WEBINAR NOVEMBER 2014.